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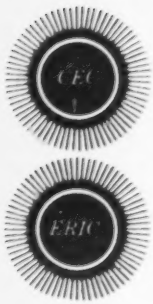
ABSTRACT

The selected bibliography on vocational education contains approximately 88 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1971. (CB)

ED 069072



VOCATIONAL TRAINING

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 633

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EC 050 147

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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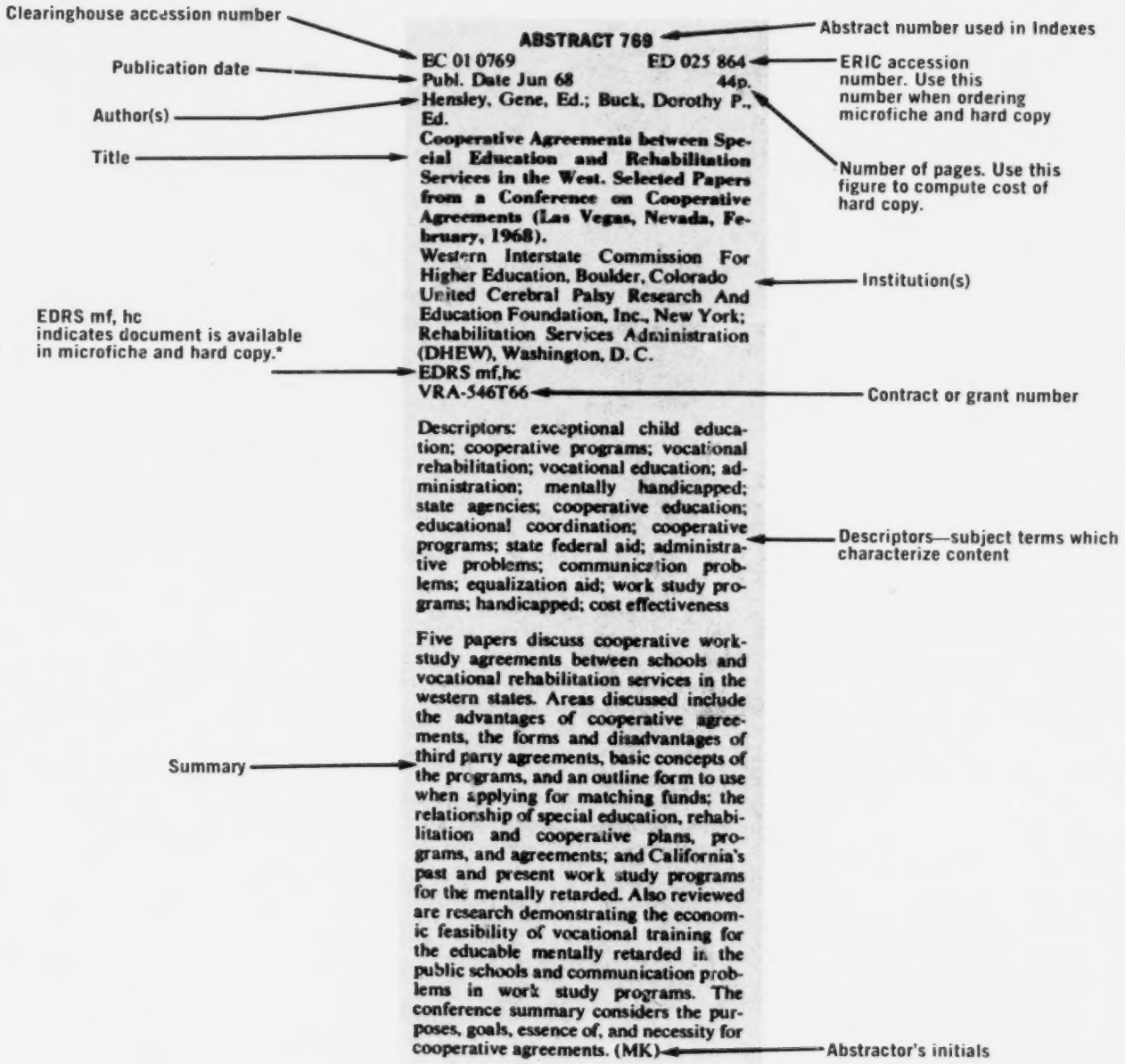
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ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Vocational Training* from the Center's computer file of abstracts are listed alphabetically below:

Adult Vocational Education
Aspiration
Attendant Training
Career Choice
Careers
Cooperative Education
Custodian Training
Employment
Employment Experience
Employment Level
Employment Problems
Employment Programs
Employment Potential
Employment Opportunities
Exceptional Child Education
Exceptional Child Research
Industrial Arts
Job Training
Jobs
Manpower Development
Occupational Choice
Occupational Guidance
Occupations
On the Job Training
Prevocational Education
Technical Education
Technical Institutes
Training
Vocational Adjustment
Vocational Counseling
Vocational Education
Vocational Interests
Vocational Rehabilitation
Vocational Schools
Vocational Training Centers
Work Experience Programs

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Educational and Psychological Measurement
Education and Training of the Mentally Retarded
Journal of Applied Rehabilitation Counseling
Journal of Rehabilitation of the Deaf
New Outlook for the Blind
Rehabilitation Literature
Rehabilitation Record
Training School Bulletin
Volta Review

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10035

EC 01 0035 ED 010 926
Publ. Date Mar 65 164p.
Deno, Evelyn
Retarded Youth, Their School-Rehabilitation Needs.
Minneapolis Public Schools, Minnesota
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; rehabilitation programs; educable mentally handicapped; community services; adolescents; student evaluation; counseling; vocational rehabilitation; followup studies; student characteristics; program descriptions; guidance problems; student needs; Minneapolis

A 4-year rehabilitation project, developed to investigate means of alleviating deficiencies in school-rehabilitation services, is described. Through a series of research reports and demonstration projects this study evaluated programs preparing adolescent mentally retarded for employment, and at the same time facilitating coordination of community services and offering basic information and techniques. Substudies provide a description of the population served through the project. Followup data on former special class students provide information about work histories, health, sex, race, and the use of vocational and rehabilitation services by those clients. In addition to the data regarding characteristics, problems, and potential of the population served, descriptions of the training and guidance programs are provided. Implications in terms of diagnosis, adequacy of existing facilities, attainable goals, and the curriculum are reported. (JW)

ABSTRACT 10057

EC 01 0057 ED 015 559
Publ. Date Jul 66 86p.
Prentice, George
Increasing Parental Contribution To Work Adjustment for the Retarded.
United Assn. Retarded Children, Milwaukee, Wisconsin
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; vocational education; vocational rehabilitation; parent participation; motivation techniques; parent education; adolescents; educable mentally handicapped; family influence; job placement; lower class parents; parent-counseling; sheltered workshops; work attitudes; young adults

This project was designed to increase parent participation in the vocational rehabilitation of adolescent and young adult mentally handicapped persons, to develop methods of motivating parents to participate, and to investigate the relationship between parent participation and the retardate's vocational adjustment. During the first year, experimental and control groups of 78 parents each were selected and randomly assigned to subgroups based on the vocational placement of their children. An educational program of group lectures and discussions was provided for the experimental group. Because of poor attendance by parents during the first year, methods of motivating parents to participate in the program were studied. The second year, 28 sets of lower socioeconomic status (SES) parents were randomly assigned to incentive groups receiving an educational program. In addition, Group One received a $50 bonus, Group Two chose an incentive under $50 in value, Group Three participated in a television drawing, and Group Four received no incentive. Group Five received neither education nor incentive. An upper SES group received the educational program but no incentive. The third year sample was composed of parents of 165 retarded young adults assigned to a parent education group, a telephone group, or a control group. Clients and families continued to receive service from agencies but the two experimental groups were given the educational program. Pre- and post-observer ratings were used to assess the workshop participants at the beginning and end of the program. Results of all three studies were inconclusive. Parent participation in the educational program remained poor all 3 years. Incentive methods tried during the second year were ineffective at increasing attendance for the majority of parents of low SES status. Parent participation and vocational adjustment was rated during the third year. Retardates whose parents were contacted six or more times by telephone gained in work adjustment ratings and those whose parents attended seven or more participation group meetings deteriorated in the ratings. Pre- and post-rating involved the use of different standards. The rating scales used in the study are included in appendixes. (VO)

ABSTRACT 10073

EC 01 0073 ED 011 729
Publ. Date Sep 66 191p.
Crump, William A.
Vocational Rehabilitation for Mentally Retarded Pupil-Clients, Final Report.

Georgia State Office Of Vocational Rehabilitation, Atlanta
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; vocational education; educable mentally handicapped; community resources; state programs; demonstration programs; work study programs; on the job training; adolescents; personnel; job placement; vocational counseling; records (forms); secondary grades; vocational training centers; curriculum; vocational adjustment; teacher education; counseling; A. P. Jarrell Prevocational Evaluation and Training Center; Atlanta

This 5-year demonstration project provided adolescent educable mentally handicapped students a combined program of vocational rehabilitation and services and other secondary level educational and vocational training experiences. State and local vocational and educational resources were utilized. Students were referred for vocational rehabilitation at age 14. A psychological evaluation, home visit, vocational appraisal report, and a vocational training plan were made for each student. Students aged 14 to 16 were trained in on-campus jobs. Older students were placed in a work study program and were trained at jobs in the community. The number of pupil clients increased from 338 the first year of the project to 3,636 in the fifth year. Similarly, the number rehabilitated rose from one to 210. Average case cost per rehabilitant was $247. Of people involved locally who responded to a questionnaire, 80 percent felt the combined program was effective. The length of time in the program as related to job placement was significant, but the IQ score was not a useful predictor of success in employment. On-the-job training, the work study program, and the use of vocational rehabilitation counselors were found to be effective. Thirty related studies are reviewed. Sample forms and evaluations are included. A 41-item bibliography is included. (MY)

ABSTRACT 10114

EC 01 0114 ED 014 823
Publ. Date Mar 63 126p.
Tobias, Jack
Training for Independent Living, a Community Program for Severely Retarded Adults.

Association For Help Retard. Child., New York, New York
National Inst. Of Ment. Health, Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child research; community programs; mentally handicapped; vocational rehabilitation; trainable mentally handicapped; day care programs; custodial mentally handicapped; demonstration programs; educable mentally handicapped; adults; occupational therapy; program evaluation; program planning; self care skills; travel training

An occupational day center for mentally retarded adults was established to provide community services for retarded persons who live at home and, although beyond school age, are unable to participate in sheltered workshop activities. The staff included a director, a social worker, five instructors, a training supervisor, an office worker, and a psychologist (part-time). Over a 3-year period, 83 clients were accepted into the program with about 55-60 being enrolled at one time. Average age at admission was 21 years (few clients were over age 30), and IQ's ranged from 15 to 65 with a mean IQ of 36. About 80 percent had attended public school special classes. Specific training included travel training, grooming and self care, orientation to the community, domestic skills, and remunerative work. Simple academic instruction included reading signs, telling time, and using money. Statistical tests with data from the clients produced these findings. There was a significant relationship (.01 level using T test) between intelligence and the ability to benefit from travel instruction. There was a significant relationship (.001 and .05 levels for various IQ groups using tests) between intelligence test score and the number of work units produced per hour. Mongoloid clients were significantly less productive (.05 level using test) in a continued work activity than their intellectual peers in other etiologic groups. The San Francisco Social Competency scores of clients are presented. Sample evaluations of trainees and sample case studies are included. Descriptions of the daily program and relationships with parents, professional groups, and the public are given. (JZ)

ABSTRACT 10152

EC 01 0152 ED 011 427
Publ. Date May 66 82p.

An Opportunity for Dignity through Work, an Occupational Training Center for the Mentally Handicapped. Final Project Report.

Lt. Joseph P. Kennedy Sch. For Except. Child., Palos Park, Illinois
Vocational Rehab. Admin., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; administration; mentally handicapped; vocational education; vocational rehabilitation; sheltered workshops; job training; job placement; personnel; community resources; admission (school); work study programs; young adults; counseling; responsibility; program administration; educable mentally handicapped; Chicago; Kennedy Job Training Center; Palos Park

To meet the needs of young mentally retarded adults for vocational services, the Kennedy Job Training Center was established at the day and residential Kennedy School for Exceptional Children. The project was designed to prepare mentally handicapped persons for work in the community and to utilize and strengthen community resources. A sheltered workshop program including counseling and job placement services was established. The workshop served Kennedy School students, trainees from the Illinois Division of Vocational Rehabilitation, local high school special education students, and long term trainees. Accepted persons were involved in a diagnostic period, then a training period, and finally the job placement process. Trainees worked on subcontract jobs, a candle manufacturing project, and tasks connected with the Kennedy School. Included were relevant data and discussion on problems of establishing and operating a sheltered workshop, such as recruitment and responsibilities of staff and trainees, acquisition and completion of work orders, counseling and placement of trainees, and development of a pay scale for trainees. Results of the project were interpreted, and the need for additional services was outlined. An appendix included samples of four forms and records used at the center. (MY)

ABSTRACT 10177

EC 01 0177 ED 018 883
Publ. Date 66 87p.
Jones, Philip R.

The Relationship of Vocational Outlook and Special Educational Programs for Adolescent Educable Mentally Handicapped.

Illinois Univ., Urbana
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; program planning; vocational education; educable mentally handicapped; prevocational education; work attitudes; attitude tests; program evaluation; teachers; state programs; work experience; fathers; educational background; employment level; sex differences; racial differences; age differences; intelligence differences; work study programs; aspiration; attitudes; socioeconomic influences; family life; reading level; adolescents

The purpose of the study was to investigate the relationship between the vocational outlook of high school educable mentally handicapped (EMH) students and the type of high school program in which they were enrolled. Possible relationships between EMH students vocational outlook and age, sex, race, intellectual level, reading achievement level, work experience history, and home background were also considered. Data were collected from 13 high schools in Illinois which operated two or more special classes during the 1965-66 school year. The sample included 202 males and 171 females who ranged in age from 13 to 21 years. Vocational outlook of EMH students was measured by a Could You Ever Scale, a group test constructed for the study. Each program was rated on a program criteria index, also constructed by the investigator. The study found (1) a significant difference in IQ groupings between males and females with more males in the higher IQ groupings, (2) no significant relationship between students vocational outlook and the nature of the program in which they were enrolled, (3) females less appropriate in their vocational outlook than males, (4) a decrease with age in inappropriate responses on vocational outlook, (5) as a group non-white subjects were more inappropriate in vocational outlook than white, (6) a less appropriate outlook in the lower IQ group of subjects, (7) more appropriate attitudes in vocational outlook of males following community work placement, and (8) more appropriate vocational attitudes in students from the fathers higher level of occupational and educational groups than in those from the fathers lower level groups. Implications for program planning are made, and further studies are suggested. A bibliography contains 32 references, and appendixes present the program criteria index and the Could You Ever Scale. (DF)

ABSTRACT 10197

EC 01 0197 ED N.A.
Publ. Date 30 Jun 65 166p.
Winchell, William G.; Phelps, William R.

Out of the Shadows, a Program of Evaluation and Prevocational Training for Mentally Retarded Young Adult Females.

West Virginia State Board Vocational Educ., Charleston
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; vocational rehabilitation; females; adolescents; young adults; program development; program evaluation; vocational adjustment; vocational training centers; vocational development; home economics education; participant characteristics; personal adjustment; social adjustment; state programs; job placement; employer attitudes; case studies (education); counselor evaluation; professional personnel; nonprofessional personnel; admission criteria; facilities; program descriptions

An 8-week residential evaluation and prevocational training program for retarded females (ages 16 to 21, IQ's 50 to 75) at a multiple disability rehabilitation center in West Virginia is presented.

Purpose and facilities are described, and the project plan is outlined as to application procedure, criteria for admission, advice and consultation, facilities and equipment, and functions of the project staff. Data on the project program treat evaluation, personal and social adjustment, evaluative criteria, utilization of volunteers and students, and views of the social worker and the medical consultant towards the program. The 171 clients of the program are described by referral sources, prevalence of secondary disabilities, geographic distribution, clinic factors, psychometric data, socioeconomic factors (family), disposition of project cases, and cost. The discussion of work placement success includes characteristics of 59 rehabilitated clients, factors related to work placement success, psychometric data, adjustment, and other data. Selected case summaries and the counselor's opinion regarding effectiveness of project services are presented. Employer attitudes toward the mentally retarded are explained in terms of scoring procedure, comparison of group responses, and personal factors related to total attitude mean score. The overview and implications concern what was learned and what is needed. Accompanying the text are two figures, 21 tables, a 45-item bibliography, and four appendixes (detailed statistical data tables, the curriculum guide, policy letters, and project forms). (JD)

ABSTRACT 10262

EC 01 0262 ED N.A.
Publ. Date 66 237p.
Zivan, Morton And Others
Youth in Trouble, a Vocational Approach, a Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of Emotionally Disturbed Youth Adjudged To Be Juvenile Delinquents. Final Report.
Children's Village, Dobbs Ferry, New York
EDRS mf,hc

Descriptors: exceptional child research; vocational rehabilitation; adjustment (to environment); emotionally disturbed; delinquency; vocational adjustment; social adjustment; residential centers; adolescents; males; personal adjustment; psychological needs; social factors; attitudes; environmental influences; special services; counseling; work experience; evaluation; behavior change; behavior; background; testing; student characteristics; occupational guidance

The project attempted to demonstrate feasibility of a comprehensive vocational rehabilitation program encompassing residential and aftercare phases to meet the vocational and community adjustment needs of juvenile delinquents and emotionally disturbed adolescents. Attempts were made to identify the personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment. Selection of the subjects, aged 10 to 18, was made randomly from a list of boys judged as being appropriate for vocational treatment. In addition to an experimental group of 68 subjects who received in-care and aftercare services and a control group of 25 boys who received no services, a second experimental group received the full range of aftercare service, and a comparison group of former in-care residents was used. In-care services included assessment counseling, evaluation and testing, developmental counseling, occupational group guidance, field visiting, and work exposure. Evaluation of the effectiveness of the project was based on (1) the adequacy of the community-adaptation and behavior of the experimental group and (2) the occurrence of salutary change in attitudes, perception, and understanding. Results derived from questionnaires, interviews, and psychological tests showed no statistically significant difference between the groups in community adaptation. Statistically significant relationships were found among the following personal and background characteristics of the boys and their community adjustment--age at time of referral, ethnic group, religion, source of family income, rate of delinquency in area of residence, living arrangements at discharge, conformity ratings, length of time in the in-care programs, impulsivity, over conformity, sense of responsibility, and an admission of behavioral problems. Implications and suggestions for future action are discussed. Tables and a 25-item bibliography are provided. Appendixes include questionnaires and tests, scoring systems and data sheets, and correlations. (TM)

ABSTRACT 10602

EC 01 0602 ED N.A.
Publ. Date 67 272p.
Arthur, Julietta K.
Employment for the Handicapped; A Guide for the Disabled, Their Families, and Their Counselors.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 32702 ($5.95).

Descriptors: exceptional child services; physically handicapped; vocational rehabilitation; visually handicapped; orthopedically handicapped; federal aid; federal programs; employment; employment qualifications; employment potential; employment opportunities; government employees; job training; educational programs; college attendance; attitudes; homebound; self employment; directories

Written to serve as a resource for the disabled, their families, counselors, and employers, the book presents vocational information and advice. Topics considered are the nature of disability and its implications, sources of help, preparing to work, the pros and cons of college, meeting the employer halfway, whether or not to tell about one's disability when seeking employment, job training and job opportunities, opportunities in government service, a business of one's own, and on the job at home. A concluding section indicates where to get more information, and gives the names and addresses of organizations, agencies, periodicals, and other publications. (JD)

ABSTRACT 10769

EC 01 0769 ED 025 864
Publ. Date Jun 68 44p.
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546T66

Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness

Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)

ABSTRACT 10825

EC 01 0825 ED 025 095
Publ. Date Aug 67 410p.
Shulman, Lee S.
The Vocational Development of Mentally Handicapped Adolescents: An Experimental and Longitudinal Study. Final Report. Educational Research Series, Number 40.
Michigan State University, East Lansing, College Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-32-0410-5018
BR-5-0981

Descriptors: exceptional child research; vocational rehabilitation; mentally handicapped; vocational adjustment; educable mentally handicapped; rehabilitation programs; sheltered workshops; vocational development; performance factors; prediction; testing; predictive validity; rating scales; intelligence differences; racial differences; self concept; aspiration; evaluation; participant characteristics; tests

A longitudinal program of workshop-centered rehabilitation services was administered to mentally retarded adolescents. Results with the 36 remaining at the end of 3rd year indicated that most characteristics central to vocational development were stable by early adolescence; a competence cluster of variables covaried systematically; high and low employability groups differed on most basic status variables; and the Purdue Pegboard was the best single predictor of employability. However, neither the control and experimental groups nor the attrition group and the remaining 36 differed significantly. Two employability groups were determined by production and ratings: the high group, composed of lower class Negroes, ranked higher than the low group of middle class whites, on work behavior ratings and IQ levels. The magnitude of the level of aspiration ratios tended to correlate negatively with the employability index and the competence cluster; self concept variables correlated positively for employability for Negroes and negatively for whites. The followup of 33 subjects in the 5th year indicated that when the relationship between rated employability and actual adjustment was calculated, the resulting prediction was significant (p less than .03). (Author/JD)

ABSTRACT 11343

EC 01 1343 ED 003 689
Publ. Date 65 67p.
Gottwald, Henry L.
Factors Affecting Collaboration between School and Vocational Rehabilitation Programs for the Mentally Retarded.
Eastern Michigan University, Ypsilanti
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-115

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; cooperative programs; rehabilitation programs; questionnaires; secondary education; teachers; counselors; professional education

The study evaluated the cooperative effort between secondary schools with programs for the mentally retarded (MR) and the regional offices of the Division of Vocational Rehabilitation (DVR). Of the 507 questionnaires mailed to district superintendents, teachers of the MR's, regional offices of DVR, and counselors, 86.8% were returned. Analysis of data was conducted under three major groupings: school districts with secondary programs for the MR, teachers for the MR functioning in these programs, and vocational rehabilitation counselors. The findings indicated that only 30% of the responding districts had made referrals to DVR within the year. Teachers were found to have little exposure to the services of DVR, although counselors agreed that DVR should serve the mentally retarded. It was suggested that more information about the mentally retarded and their school programs should be included in the professional training of rehabilitation counselors. (RS)

ABSTRACT 11502

EC 01 1502 ED 029 403
Publ. Date 30 Sep 67 78p.
Howe, Clifford E.
A Comparison of Mentally Retarded High School Students in Work Study Versus Traditional Programs; The Effects of Off-Campus Placement. Final Report.
Long Beach Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-4-6-068148-1556
BR-6-8148

Descriptors: exceptional child research; mentally handicapped; work experience; adjustment (to environment); followup studies; educable mentally handicapped; behavior rating scales; salaries; occupations; marital status; unemployed; vocational adjustment; minority groups; vocational education; interviews; case studies (education); individual characteristics; vocational followup

The purpose of this study was to compare the postschool adjustment of educable mentally retarded students having off campus work experience with a contrast group without school sponsored placement and supervision on jobs in the community. The major hypothesis in the investigation was that among educable mentally retarded youths who are enrolled in special classes at the senior high level, those who are engaged in off campus work under supervision of the school will make better community adjustments as adults, than will similar youths who are not engaged in off campus work. Personal interviews were conducted with 68 former students, 2 to 4 years after they had terminated their high school careers. These adults were then rated by several persons as to the adequacy of their adult adjustment. Major findings were as follows: approximately 85% of both groups were gainfully employed, the group without off campus work experience was achieving as well as the group who had received off campus work placement and supervision, and the unemployed in both groups tended to be those who were multiply handicapped or tested near the bottom of the IQ range of the group. (Author)

ABSTRACT 11970

EC 01 1970 ED 031 003
Publ. Date 68 77p.
Preventive Rehabilitation; A Promise for the Future.
Rhode Island State Department Of Education, Providence, Division Of Vocational Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; physically handicapped; state programs; vocational rehabilitation; counseling; interdisciplinary approach; preventive measures; psychological evaluation; medical evaluation; college preparation; day care programs; sheltered workshops; parent counseling; program evaluation; case records; camping; counselor role; participant characteristics; program costs; Rhode Island

To provide preventive treatment, counselors from the Division of Vocational Rehabilitation (DVR) worked through a school project to serve adolescents with disabilities which might make job adjustment difficult. During the 5-year project, over 5,000 adolescents were referred, 1,800 or 40% of whom were in the school project; more than 1,000 or 55% were accepted for treatment, and the other 45% were being processed. Compared to clients in the traditional program, clients in the school project were younger, with about half 14 and 15 years old. All received diagnostic services. The most frequent disability was found to be emotional disturbance; the next most frequent were orthopedic impairments and mental retardation. Special treatment facilities offered included a college program, a day care program at a private mental hospital, community workshops for retarded clients, a group therapy program for emotionally disturbed clients and their parents, and a camp for emotionally disturbed clients. Interviews evaluating the project indicated that the DVR counselor played the crucial role in its functioning; ratings of the counselors indicated that the DVR counselor's relationship with the school guidance counselor was important. Of a sample of 91 active clients, most had been referred at age 14 or 15 for psychological problems. Of nearly 2,300 cases closed during the project, only about half were employed and half were closed after referral. (JD)

ABSTRACT 20639

EC 02 0639 ED N.A.
Publ. Date 66 189p.
Crawford, Fred L.
Career Planning for the Blind; A Manual for Students and Teachers.
Hadley School For The Blind, Winnetka, Illinois
Rehabilitation Services Administration, (DHEW), Washington, D. C.
EDRS not available
Farrar, Straus, And Giroux, Inc., 19 Union Square West, New York, New York 10003 ($3.95).

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; community resources; employment practices; occupational guidance; blind; career planning; vocational counseling; job market; self evaluation; occupational information; , retirement; employment opportunities; vocational adjustment; adjustment (to environment)

Developed for use by blind persons and helpful to vocational counselors, the text includes information on careers, the labor market and the world of work, occupational choice, factors which contribute to individual success, the effect of blindness on the development of a career, community resources available to assist in career planning, measurement and evaluation of skills, occupational information, techniques for self appraisal, laws and customs governing employment in the U.S., skills for job attainment, resources available for assistance in getting a job, personal factors bearing on success, new careers in business or self employment, and planning for retirement. There are 65 items in the bibliography and a workbook of lesson assignments for each chapter. This book is also available in braille and recorded form. (LE)

ABSTRACT 20828

EC 02 0828 ED 032 695
Publ. Date Aug 69 131p.
Young, Earl B., Ed.
Vocational Education for Handicapped Persons; Handbook for Program Implementation.
Pittsburgh University, Pennsylvania
Office Of Education (DHEW), Washington, D. C., Division Of Vocational And Technical Education
EDRS mf,hc

Descriptors: exceptional child education; vocational education; administration; program planning; cooperative programs; vocational rehabilitation; rural areas; community involvement; aurally handicapped; visually handicapped; physically handicapped; professional personnel; interagency cooperation; student evaluation; mentally handicapped; speech handicapped; organizations (groups); federal laws

Information on vocational education for the handicapped considers the following: different types of handicaps; cooperation and interagency involvement; services available from vocational rehabilitation; a model for a state-wide cooperative agreement; programs and services; and provision of services in rural areas. Community involvement in vocational education services for the handicapped is discussed as are considerations in planning vocational education for the hearing impaired, for the visually impaired, and for the physically handicapped. Personnel preparation, utilization, and interactions are also discussed. Regional instructional materials centers and agencies and organizations in the field of the handicapped are listed; the Vocational Education Amendments of 1968 and references are included. (RJ)

ABSTRACT 20856

EC 02 0856 ED 028 551
Publ. Date 15 Aug 62 108p.
Schmidt, Paul And Others
Work Adjustment Program for Disabled Persons with Emotional Problems. Final Report.
Indianapolis Goodwill Industries, Indiana
Office Of Vocational Rehabilitation (DHEW), Washington, D. C.
EDRS mf,hc
DP-RD-275

Descriptors: exceptional child research; multiply handicapped; vocational rehabilitation; job placement; followup studies; demonstration projects; administration; supervisors; mentally handicapped; emotionally disturbed; physically handicapped; epilepsy; clinical diagnosis; vocational counseling; adjustment (to environment); vocational adjustment; personal adjustment; evaluation; workshops; behavior rating scales; sheltered workshops; Goodwill Industries

A 4-year demonstration project at Indianapolis Goodwill Industries applied work adjustment knowledge, methods, and techniques to assist 200 clients, ages 17 to 58 years, mean IQ 90, who were severely disabled with handicaps including mental retardation, epilepsy, emotional disturbances, and/or physical handicaps. After a diagnostic evaluation clients were assigned to a job; supervisors, caseworkers, and psychologists provided support or criticism directed toward shaping work attitudes and helping the person see himself realistically. Evaluation techniques considered interpersonal relations, utilization of ability, work satisfaction, adjustment to work pressure, and self concept as a worker. Supervisors and other staff members also rated workers for employability and placeability; followup studies were done. Of the 159 clients who completed the program, 129 were placed on jobs. Conclusions were that techniques used in the project were practical and effective for the majority of clients and that clients tended to show better adjustment. Administrative problems, the role of supervisors, and implications for the future are discussed; six case histories, 29 tables of information about clients, and 11 forms and rating scales are included. (RK)

ABSTRACT 20909

EC 02 0909 ED 027 649
Publ. Date 64 49p.
McPherson, Hoyt; Stephens, Thomas M.
Developing a Work-Experience Program for Slow Learning Youth. A Report of a Three Year Extension and Improvement Project.
Ohio Bureau Of Vocational Rehabilitation, Dayton;
Dayton Public Secondary Schools, Ohio, Vocational Rehabilitation Of The Mentally Retarded
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; work study programs; educable mentally handicapped; vocational rehabilitation; teacher role; vocational counseling; parent counseling; job placement; employer attitudes; food service occupations; custodian training; health occupations; child care occupations; money management; vocational adjustment; Dayton; Ohio

A work experience program for educable mentally handicapped youth in special classes included 215 students, 138 of them in 11th grade (105 boys, 33 girls) and 77 in 12th grade (47 boys, 30 girls). Their mean chronological age was 18-6 years and their mean IQ was 73 with a range of 52 to 82. The program coordinator of the Ohio State Department of Special Education developed the work study program; coordinated it with the Bureau of Vocational Rehabilitation, the Citizens' Advisory Committee, and the Technical Advisory Committee; obtained job placement; and shared supervisory responsibilities with the teacher-counselors, who were assigned to participating schools. Of the unskilled job placements obtained, 50% were in food service areas and 30% in porter or custodial areas. Hospital placements were also recommended; service stations and domestic homes were not. The gross annual earnings of students were $118,000. Success was related to on the job supervision, and the teacher-counselor's interview with each student on pay day was important. In a followup study of 73 graduates of the special classes, 89% of the 44 who had participated in the program were working while only 35% of the 29 who had not participated were working. (SN)

ABSTRACT 20922

EC 02 0922 ED 027 653
Publ. Date Apr 63 74p.
Rusk, Howard A. And Others
Specialized Placement of Quadriplegics and Other Severely Disabled. Final Report.
New York University, New York, Institute For Physical Medicine And Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-RD-509

Descriptors: exceptional child research; physically handicapped; vocational adjustment; vocational rehabilitation; medical services; special services; group counseling; occupational surveys; job placement; orthopedically handicapped; demonstration projects; employment services; counseling services; employment experience; adults; statistical surveys; quadriplegia

To help quadriplegics and other severely disabled achieve vocational placement and confront the catastrophic impact of quadriplegia on bodily function (as detailed in the report), a rehabilitation team provided medical, various special, and vocational rehabilitation services. The 100 clients (59% men, 79% less than 45 years and 62% between 20 and

39) were evaluated for physical capacities and job-task performance. Of the 100, 62 received and completed intensive training services, including vocational adjustment training, psychosocial services, and group counseling. Various job placement and promotion techniques were utilized. Of these 62, 25 were quadriplegics, 23 of whom were placed in gainful employment. Of the remaining 37 who had various degrees of severe disability, 30 were placed. Also part of the project was a mail survey made to determine the current employment experience of the quadriplegic. Of 355 persons contacted, 177 responded, of whom 69 were employed and 18 were attending college. Further descriptive data, six case studies, four recommendations, and 12 references are included. (JD)

ABSTRACT 20926

EC 02 0926 ED 027 660
Publ. Date 62 149p.
Gragert, H. T.
Work-Citizenship Preparation Services for Mentally Retarded Adults.
Goodwill Industries, Kansas City,. Missouri
Vocational Rehabilitation Administration (DHEW), Washington, D. C.;
Missouri Section For Vocational Rehabilitation, Jefferson City;
Kansas Vocational Rehabilitation Service, Topeka
EDRS mf,hc

Descriptors: exceptional child research; vocational rehabilitation; mentally handicapped; attitudes; administration; staff role; self concept; clinical diagnosis; work experience programs; adjustment (to environment); task analysis; group living; self care skills; on the job training; job skills; job placement; citizenship; family life education; educable mentally handicapped

An experimental vocational rehabilitation program for the mentally retarded (mean IQ 65.8, mean level of academic achievement 3rd grade) was conducted by Goodwill Industries from December 1958 to November 1962. Of 371 clients who were evaluated for occupational, academic, and vocational abilities, 337 completed the full diagnostic phase of the program. Clients lived at home or in a boarding home; in addition to job skills they were trained in family living, personal hygiene, conduct, citizenship, and work attitudes. Jobs were broken into separate tasks; clients received tryouts in from three to seven work areas and were evaluated in each. A number of trainees received on the job training at other agencies. Ninety-six or 28.5% of the trainees were dropped from the program primarily because of behavioral disturbances that could not be resolved in the scope of the program. Of those who completed evaluation, 33 were placed in competitive jobs, three were recommended for further diagnosis, 26 for training in trade schools, and 179 for training in Goodwill Industries. Results indicate that the mentally retarded can successfully be trained to be employable and to live satisfactorily in the community; additional programs are needed to prevent or alleviate behavior problems which prevent otherwise capable persons from getting and holding jobs. (RP)

ABSTRACT 20950

EC 02 0950 ED 033 490
Publ. Date Aug 68 77p.
Means, Howard; Hammett, Ron
Rehabilitation Programs in the Public Schools; a Handbook for Counselors and Supervisors.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; vocational education; mentally handicapped; work study programs; vocational rehabilitation; educable mentally handicapped; administration; administrative personnel; junior high school students; physically handicapped; cooperative programs; job placement; program budgeting; expenditures; staff role; student evaluation; work experience programs; agency role

The work experience program of the Department of Vocational Rehabilitation, which provides vocational, educational, and social experiences for mentally handicapped adolescents while they are still in the school setting, is described. Information is given on the Department's responsibilities, on methods used to bridge the gap between the student's school experiences and gainful work experiences, and on ways to assist in the evaluation of the student's potential and to bring ancillary services to the student which schools cannot provide. Program funding, administrative structure, guidelines for implementing the program, and descriptions of the in-school work experience program, the physically disabled program, and the junior high program are outlined. An appendix provides samples of a proposed budget, office supply list, group counseling topics, and other information on program provisions. (WW)

ABSTRACT 20965

EC 02 0965 ED 033 505
Publ. Date May 69 48p.
Gold, Marc William
The Acquisition of a Complex Assembly Task by Retarded Adolescents. Final Report.
Illinois University, Urbana, Department Of Special Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-9-232021-0769(032)
BR-8-8060

Descriptors: exceptional child research; mentally handicapped; discrimination learning; vocational rehabilitation; task performance; trainable mentally handicapped; sheltered workshops; learning characteristics; transfer of training; multisensory learning; educational methods; intermode differences

Sixty-four moderately and severly retarded individuals enrolled in four sheltered workshops learned to assemble a 15 piece and a 24 piece bicycle brake. Training procedures utilized information obtained from the basic psychological research on discrimination learning. One-half of the subjects worked with the parts of the training task brake as they came from the factory (Form Only). The others worked with parts that were color coded (Color Form). Coding consisted of painting that surface of each part that is facing the subject when it is placed in the proper position for assembly. All groups worked with the parts of the transfer task brake as they came from the factory (Form Only). Half of the subjects learned the tasks to a criterion of six correct out of eight consecutive trials, the other half performed 20 trials beyond criterion on the training task brake (overlearning). The Color Form groups learned the training task brake significantly faster than the Form Only groups. No significant overlearning effect was found. (Author)

ABSTRACT 21080

EC 02 1080 ED N.A.
Publ. Date 69 326p.
Malikin, David, Ed.; Rusalem, Herbert, Ed.
Vocational Rehabilitation of the Disabled: An Overview.
EDRS not available
New York University Press, Washington Square, New York, New York 10003 ($7.95).

Descriptors: exceptional child services; handicapped; vocational rehabilitation; rehabilitation programs; evaluation; rehabilitation counseling; vocational adjustment; motivation; professional personnel; legislation; productive living; sociocultural patterns; socioeconomic influences; counseling theories; standards; social attitudes

A collection of writings by various contributors discusses the following areas: past and present concerns involving the current scene in vocational rehabilitation, historical background, and legislative contributions; philosophical concerns of the meaning of work, the development of vocational potential, and psychosocial aspects of disability; and the vocational rehabilitation process including referral, evaluation, treatment, training, job placement, followup procedures, and the role of research. The area of counseling is examined in terms of the implication of personality theory, general theories of counseling, and selected techniques, followed by a description of professional concepts and the status of the profession. Discussion questions following each chapter and an 188-item bibliography are included. (LE)

ABSTRACT 21097

EC 02 1097 ED 029 146
Publ. Date Jun 68 198p.
The Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System. Final Report of a 5-Year Collaborative Study.
New York State Education Department, Albany, Division Of Vocational Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-829

Descriptors: exceptional child research; educable mentally handicapped; emotionally disturbed; individual characteristics; longitudinal studies; physically handicapped; prevocational education; questionnaires; socioeconomic status; urban youth; vocational development; vocational rehabilitation

This study was designed to test the belief that severely handicapped children are comparatively unready to utilize vocational services at the time they leave school, because, in comparison with normal children, they have not been exposed to a variety of prevocational work experience in their formative years. The study sample comprised approximately 280 handicapped children ranging in age from 14 to 17. The children were subdivided into three disability groupings: the physically disabled, the educable mentally retarded, and the emotionally disturbed. It was found that the physically disabled children evidenced more benefit from the services than did the other two groupings. The mentally retarded showed gains in socialization but not in employability, and the emotionally disturbed children did not show any significant benefits. It is believed that prevocational services will be more effective if they are provided within the school system itself. A related document is ED 015 314. (CH)

ABSTRACT 21191

EC 02 1191 ED 028 450
Publ. Date Nov 68 72p.
Leshner, Saul S.; Snyderman, George S.
Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth.
Jewish Employment And Vocational Service, Philadelphia, Pennsylvania
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; adjustment problems; disadvantaged youth; employment opportunities; employment services; handicapped children; low achievers; occupational therapy; potential dropouts; vocational adjustment; vocational counseling; youth employment; vocational rehabilitation

Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, and effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

ABSTRACT 21511

EC 02 1511 ED 030 755
Publ. Date Jan 68 48p.
On-The-Job Training Program, Educable Mentally Retarded. Final Report.
School District Number 25, Pocatello, Idaho
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; demonstration projects; educable mentally handicapped; on the job training; program descriptions; records (forms); vocational education; work study programs

School training and vocational services were combined into a program designed to demonstrate that educable mentally retarded students could develop well rounded working habits that would mutually benefit them and the community. On-the-job training was used as a demonstration of the practical use of academic, social, and vocational skills learned in the classroom. Classroom work was individualized to the work experience of the student in order to develop skills and attitudes necessary for a successful employment, good citizenship, and worthwhile use of leisure time. Work experience programs 1 to 2 hours of each school day were provided within the public school setting for students below the age of 16. Upon reaching the age of 16 students were placed in the community and worked from 3 to 4 hours per day. Findings indicate that the IQ score by itself was inadequate as an indicator of job capabilities. The performance area of the psychological examination proved to be more reliable in this respect than did the verbal area in the overall IQ score. During the 3-years of operation, job placement was accomplished for 12, 18, and 19 students respectively. Information on types of occupations and project dropouts is appended. (CH)

ABSTRACT 21595

EC 02 1595 ED N.A.
Publ. Date Jan 70 17p.
Lauritsen, Robert And Others
Summer Employment and Related Experiences for Hearing Impaired Youth in Minnesota.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V3 N3 P16-32 Jan 1970

Descriptors: exceptional child services; aurally handicapped; employment experiences; job placement; vocational counseling; job development; work experience programs; rehabilitation programs; summer programs; employer employee relationship

A statewide project developed in Minnesota to provide hearing-impaired teenage and young adult students with summer work opportunities and vocational knowledge is described. The results, problems, conclusions, and recommendations for improvement are presented. Also included are forms for counselor information, employee and employer questionnaires, personal applications, and student-parent agreements. (RD)

ABSTRACT 21987

EC 02 1987 ED 036 000
Publ. Date 69 107p.
Freeland, Kenneth H.
High School Work Study Program for the Retarded; Practical Information for Teacher Preparation and Program Organization and Operation.
EDRS not available
Charles C Thomas, Publisher, 301-327

East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; mentally handicapped; work study programs; program planning; administrator guides; program administration; classroom arrangement; recordkeeping; records (forms); teacher qualifications; school community relationship; information dissemination; instructor coordinators; interviews; employers; educable mentally handicapped; vocational education; labor laws; public relations

Intended for both school and nonschool personnel, the text treats work study programing for educable mentally handicapped students at the secondary level. Information is provided concerning the structure and objectives of work study programs as well as the required competencies and responsibilities of the teacher-coordinator. Guidelines are included for setting up a new program, for organizing the classroom for program instruction, and for developing a record system, a school-public information plan, and a system to interview prospective employers. Program operation is defined in terms of legal requirements, employment limitations, and time allocation for the teacher-coordinator's duties. Further guidelines for conducting the program specify means of maintaining effective relations and suggestions for the substitute teacher. Reports and forms are listed and samples of them are appended. (JD)

ABSTRACT 22549

EC 02 2549 ED 038 820
Publ. Date Dec 68 245p.
Mudd, Merle W. And Others
Post-School Vocational Adjustment of Educable Mentally Retarded Boys in Massachusetts.
Medical Foundation Inc., Boston, Massachusetts
Office Of Economic Opportunity, Washington, D. C., Community Action Program
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational adjustment; success factors; educable mentally handicapped; special classes; followup studies, social differences; social adjustment; job training; job application; withdrawal; educational background; social maturity; individual characteristics; family characteristics; social class; student placement; racial differences; parent attitudes

Vocational adjustment was studied by interviewing 549 educable mentally handicapped boys who had been in special classes and 90% of the parents. Findings were that most appeared to have good vocational adjustment and were not readily distinguishable in social or vocational adjustment from others of the same age and social background. However, poorer adjustment was noted in subjects who had been in special classes longer, who had used postschool training facilities, or who used formal resources in job hunting rather than informal resources. Social class was found to be a factor, with subjects from families of higher class manifesting lower adjustment and greater tendencies to stay in school after age 16, to secure postschool training, and not to be expected by their parents to hold full time employment. (JD)

ABSTRACT 22673

EC 02 2673 ED N.A.
Publ. Date Feb 70 110p.
Craig, William N., Ed.; Collins, James L., Ed.
New Vistas for Competitive Employment of Deaf Persons, Monograph, No. 2.
Pittsburgh University, Pennsylvania, School Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Journal Of Rehabilitation Of The Deaf; Monograph No. 2 Feb 1970

Descriptors: aurally handicapped; employment opportunities; employment practices; job development; vocational education; industry; employer attitudes; employment potential; employment services

Workers in various areas conferred to analyze possibilities for employment competition by the deaf in this technologically advanced age. Included were leaders from industry, organized labor, vocational rehabilitation, placement services, and education. The first group of papers defined employment practices and trends, and their implications for the deaf, related these to three specific industries (aerospace, electronics manufacturing, and newspaper publishing), and followed with a reaction by a member of the deaf community. A second group of papers explored preparation of the deaf for employment, covering general employer-employee relations, as well as the role of the school, responsibilities of interviewers, and vocational guidance. A final series of papers dealt with career development for the deaf, as related to technological changes, techniques of job and career review, and placement. Discussion groups listed recommendations for changes in organization and orientation, research, and training for the deaf and those working with the employment of the deaf. (JB)

ABSTRACT 22904

EC 02 2904 ED 040 556
Publ. Date Aug 69 62p.
Aldredge, Henry P.
An Investigation to Determine the Effectiveness of Short Concept Films in the Instruction of Handicapped Students. Final Report.
Georgia State Department Of Education, Atlanta, Office Of Vocational Rehabilitation
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-4-9-202070-008-032
BR-20-2070

Descriptors: exceptional child research; handicapped; instructional films; job training; adults; audiovisual instruction; vocational rehabilitation; evaluation methods; repetitive film showings; evaluation; young adults

To determine if short concept films (SCF) are effective tools for assessing the potential of handicapped students for training and work, 135 students at a rehabilitation center were studied. Instructions for how to perform two jobs in jewelry engraving were given verbally by an evaluator, by a color-sound film, a color no-sound film, and by black and white sound and no-sound films. The five treatments were alternated weekly until a total of 27 students were exposed to each treatment. Results revealed the following: the SCF had little effect on the total time students spent on the job sample; instructional time was reduced by as much as two thirds when films were used; more instructional time was spent with students when they used the no-sound films; black and white no-sound films required the greatest number of repeated instructions; and color-sound films were judged most effective of the films. (Author/RJ)

ABSTRACT 23160

EC 02 3160 ED 039 386
Publ. Date Apr 70 67p.
Vocational Education and Work Study Programs. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; vocational education; work study programs; self concept; secondary education; program descriptions; vocational aptitude; student evaluation

The implementation of a work-study program in a rural, depressed area, the operation of the program, and evaluation are discussed in the first of six papers on vocational education for the retarded. The sheltered workshop at the Kurtz Training Center in Pennsylvania is described with a focus on promoting self image and adjustment. A 6-year secondary program for students with IQ's of 80 and below, located in a self-contained highschool, is considered. Also examined are two aspects of work aptitudes and prevocational evaluation in work-study programs. (RJ)

ABSTRACT 23435

EC 02 3435 ED 041 406
Publ. Date Jun 68 198p.
Final Report of a 5-Year Collaborative Study on the Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System.
New York State Education Department, Albany, Division Of Vocational Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; vocational education; physically handicapped; mentally handicapped; emotionally disturbed; educable mentally handicapped; prevocational education; work experience programs; case records; vocational adjustment; employment potential, family relationship; cooperative programs; followup studies

To determine the effect of prevocational work experience on the severely handicapped, 280 children, aged 14 to 17, were studied. The children were subdivided into three disability groupings (physically disabled, educable mentally retarded, and emotionally disturbed), each of which was further divided into experimentals (E's) and comparisons (C's). The E's received vocational service from three private agencies with workshops 2 days per week during 2 school years. All children were assessed at the start and end of the program and followed up 12 months later. Results indicated that the disability groupings differed markedly in demographic and personal characteristics, in the nature of presenting problems, in their school ca-

reers, and in outcomes. The physically disabled benefitted most from the services with the E's having higher potential for employment than the C's; the mentally retarded gained in socialization and interpersonal adjustment, but not necessarily in employability; and the emotionally disturbed did not benefit significantly from the services, except the E's remained in school substantially longer than the C's. Additional findings were that ethnic and socioeconomic status were important determiners of both progress and outcome; the services were least effective with children in the poverty subculture. (Author/JD)

ABSTRACT 23489

EC 02 489 ED 016 106
Publ. Date Aug 66 157p.
Karnes, Merle B., And Others
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report.
Champaign Community Unit IV Schools, Illinois
EDRS mf,hc
VRA-RD-1075

Descriptors: exceptional child research; mentally handicapped; slow learners; prevocational education; student rehabilitation; disadvantaged youth; vocational counseling; vocational adjustment; dropout prevention; delinquency prevention; work study programs

It was hypothesized that 91 slow learners from low socioeconomic status homes, in a carefully designed two-year vocationally oriented educational program with prevocational counseling, would show achievement superior to that of a matched control group enrolled in a regular educational program. Data were collected from school records, interviews, case studies, psychological tests, and Division of Vocational Rehabilitation records. The experimental subjects had significantly better attendance, fewer school dropouts, and made a better vocational adjustment than the control group. There was no significant difference between the two groups in social and emotional adjustment. Achievement test score for the tool subjects of arithmetic, reading, and spelling showed no significant differences between the two groups in amount gained. Some implications for program implementation were that specially trained administrative and teaching personnel should be employed for this kind of program, the ratio of teacher to youth should be no greater than one to 20, and the curriculum should be functional, individualized, and vocationally oriented. A review of related literature, a complete program description, and recommendations for further research and programing are included. (ET)

ABSTRACT 23577

EC 02 3577 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

ABSTRACT 30011

EC 03 0011 ED 042 318
Publ. Date Jun 68 198p.
Riley, Olga M.
Vocational Readiness for Young Disabled Students in New York City: Final Report of a 5-Year Collaborative Study.
State University Of New York, Albany, State Education Department
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; vocational education; prevocational education; vocational rehabilitation; employment potential; physically handicapped; educable mentally handicapped; emotionally disturbed; adolescents

To determine if severely handicapped children were in fact not ready to utilize vocational services when they leave school (due to lack of prevocational work experience), handicapped children were provided two years of vocational counseling and sheltered work experience. The sample of 280 children (ages 14 to 17 years), were divided into experimental (Es) and control (Cs) groups in each disability grouping (physically handicapped, educable mentally handicapped, and emotionally disturbed). The Es received vocational service two days a week for two years. All children were assessed before and after the program and 12 months later. Results showed that the physically handicapped Es had higher potential for service than the physically handicapped Cs. The physically handicapped benefited the most from the program. The mentally handicapped showed gains in socialization and interpersonal adjustment, though not much gain in employability. The emotionally disturbed showed no significant benefits. Ethnic and socioeconomic factors were important determiners of progress (the prevocational service was least effective with children facing problems of the poverty subculture), and more integration with the child's educational program is recommended. Appendixes include forms, case histories, many tables, and additional information. (KW)

ABSTRACT 30023

EC 03 0023 ED 043 149
Publ. Date 70 103p.
Salmon, Peter J.
Out of the Shadows.
Industrial Home For The Blind, Brooklyn, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
National Center For Deaf-Blind Youths And Adults, 105 Fifth Avenue, New Hyde Park, New York 11040 ($1.00).

Descriptors: multiply handicapped; deaf blind; rehabilitation programs; demonstration projects; community attitudes; special services; community services; research projects; evaluation techniques; adults; vocational rehabilitation; Anne Sullivan Macy Service for Deaf-Blind Persons

Described is the Anne Sullivan Macy Service for Deaf-Blind Persons, a regional demonstration and research project conducted by the Industrial Home for the Blind in New York and the Social and Rehabilitation Service (DHEW). The purposes of the project are noted to be rehabilitation services to the deaf-blind, mobilization of state and local community resources to initiate referrals for rehabilitation and to provide services following rehabilitation, development of affirmative attitudes by the public toward deaf-blindness, and data collection, research studies, and dissemination of findings. The report describes the deaf-blind, the dimensions of the problem, the rehabilitation program organized, and the approach to cultivating public and professional concern. The salient features of the client group of 171 deaf-blind persons are described, as are the measuring procedures used (observational comparison and followup survey), and the findings of these studies. Recommendations for improving services in the future are made. Appendixes include the schedule of evaluation procedures, characteristics at intake of the clients, changes resulting from rehabilitation in a sample of 50 clients, changes in agency attitudes, a list of publications related to the project, guidelines for volunteers, and descriptions of manual alphabets. (KW)

ABSTRACT 30033

EC 03 0033 ED 043 159
Publ. Date Oct 69 110p.
Craig, William N.; Burrows, Nona L.
Improved Vocational, Technical and Academic Opportunities for Deaf People: Research Component. Final Report.
Pittsburgh University, Pennsylvania, School Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; post secondary education; program evaluation; program administration; deaf; junior colleges; technical institutes; vocational education; administrator guides; Delgado College (New Orleans)

A 5-year project is planned to increase opportunities for the deaf by using existing vocational and technical schools and junior colleges customarily serving the hearing. Its pilot planning phase developed guidelines for program establishment and administration and a research plan for program evaluation and improvement. Preparatory meetings and site visits were made to the three schools involved. A list is provided of tests to be used; guidelines, comprising around a fourth of the document, are given for the program at Delgado College in New Orleans. Also included are 1-page descriptions for the programs at Seattle Community College and St. Paul Technical Vocational Institute. Appended forms make up about half of the document. (JD)

ABSTRACT 30070

EC 03 0070 ED N.A.
Publ. Date 69 326p.
Malikin, David, Ed.; Rusalem, Herbert, Ed.
Vocational Rehabilitation of the Disabled: An Overview.
EDRS not available
New York University Press, Washington Square, New York, New York 10003 ($7.95).

Descriptors: exceptional child services; vocational rehabilitation; legislation; work attitudes; vocational aptitude; social psychology; handicapped; job placement; research utilization; personality theories; counselor role

Based upon a lecture series on vocational rehabilitation conducted by several universities, the text includes presentations on the current scene, historical background, and legislative contributions by Salvatore DiMichael, James Garrett, and Mary Switzer respectively. Anne Roe discusses the meaning of work, Donald Super treats development of vocational potential, and Beatrice A. Wright describes psychosocial aspects of disability. Referral, evaluation, and treatment are considered by John McGowan; training, job placement, and followup are discussed by Daniel Sinick; the research role is treated by Herbert Rusalem. Also included are implications of personality theory for counseling by Milton Schwebel, theories of counseling by Cecil Patterson, selected techniques of counseling by Lloyd Lofquist, professional concepts by Frederick Whitehouse, and the status of the profession by John Muthard. Discussion questions are included. (MS)

ABSTRACT 30100

EC 03 0100 ED 043 174
Publ. Date Dec 69 39p.
Ayers, George E., Ed.
Innovations in Vocational Rehabilitation and Mental Retardation.
American Association On Mental Deficiency, Washington, D. C.
EDRS mf,hc
Proceedings Of The Vocational Rehabilitation Subdivision Meetings Held At The American Association On Mental Deficiency Conference (San Francisco, California, May 12-17, 1969).

Descriptors: exceptional child education; mentally handicapped; vocational rehabilitation; innovation; conference reports; manpower development; vocational training centers; potential dropouts; cooperative programs; food service; attendant training; program training

Conference proceedings of the Vocational Rehabilitation Subdivision Meetings held at the American Association on Mental Deficiency contain discussions of innovative aspects of vocational rehabilitation and mental retardation. In the area of training rehabilitation counselors, George Barloff describes the Mental Retardation Training Institute in North Carolina and Jack Van Vliet examines the use of the rehabilitation counselor intern with potential high school dropouts. An overview of cooperative educational programs and approaches for vocational training of the retarded is provided by Harold Shay. Eduardo Hinojosa examines food service training in an institutional setting, and Jacob and Irma Jaffe suggest traditional and innovative methods of manpower development. An experimental approach called Project Workout which trains the mildly retarded to be institutional attendants is described by Kathleen Orr and Harvey Snyder. (RD)

ABSTRACT 30103

EC 03 0103 ED 043 177
Publ. Date Feb 70 110p.
Overs, Robert P. And Others
Paid Domestic Work for the Trainable Retarded Girl: A Pilot Project. Report No. 8.
Curative Workshop Of Milwaukee, Wisconsin, Research Department
EDRS mf,hc
Curative Workshop Of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233 ($2.00).

Descriptors: exceptional child research; trainable mentally handicapped; domestics; pilot projects; vocational education; project training methods; job skills; maids; job training; work experience programs; homemaking skills; females

A pilot project of the Curative Workshop of Milwaukee which provided domestic work training for four trainable mentally retarded girls is described. School psychologists' reports of the four adolescent trainees are included, and recommendations for future programing are noted. Evaluation data reflect the girls' performance, amount of supervision, job satisfaction, relationship to employer and supervisor, motivation, and interpersonal competence. Almost half of the report consists of a selected annotated bibliography and a list of references relating to the education, training and placement of the mentally retarded. The appendixes present household job task descriptions, safety skills check lists, related inventories of visual and auditory skills, and the project evaluation form. (RD)

ABSTRACT 30163

EC 03 0163 ED 043 181
Publ. Date Jul 70 83p.
Krantz, Gordon
Cooperative School-Rehabilitation Centers. Final Report.
Educational Research And Development Council Of The Twin Cities Metropolitan Areas, Inc., Minneapolis, Minnesota
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; cooperative programs; work study programs; rehabilitation programs; vocational training centers; program descriptions; adolescents; trainable mentally handicapped; vocational education; followup studies

The demonstration project involving the Cooperative School-Rehabilitation Centers (CSRC) for trainable mentally handicapped adolescents is described in areas of background, local planning, the planning grant, and beginning activities. Administrative concerns of staffing, program focus, responsibility structure, and negotiations for expansion are noted. The students' characteristics are presented, and brief descriptions of program areas including academics, arts and crafts, home economics, independent living, job training, music, physical education, and social perceptual training are provided. Followup data examines adjustments in employment and community integration. Also described are the role of the case manager, program innovations, program support activities, steps to employment, and the implications for the future of the Cooperative School-Rehabilitation Centers. (RD)

ABSTRACT 30169

EC 03 0169 ED N.A.
Publ. Date 70 4p.
Rasmussen, William D.
Cosmetology-A Glamour Career for Retardates.
EDRS not available

Rehabilitation Record; V11 N5 P1-4 Sep-Oct 1970

Descriptors: exceptional child education; mentally handicapped; cosmetology; vocational education; females; job skills; work experience; employment opportunities; St. Louis (Missouri)

The Rosebud Beauty Academy a cosmetology training school for retarded students in St. Louis, Missouri, is described. The curriculum, program content, cooperation with the state board of cosmetology, and future planning are presented. (RD)

ABSTRACT 30359

EC 03 0359 ED N.A.
Publ. Date 69 107p.
Zaetz, Jay L.
Occupational Activities Training Manual for Severely Retarded Adults.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.25).

Descriptors: trainable mentally handicapped; prevocational education; job training; adults; vocational rehabilitation; manuals; mentally handicapped

Described is an Occupational Activities Training Program, designed to develop prevocational skills of severely mentally handicapped adults. The program procedures are explained and case histories of students in the program presented. Various types of occupational activities (preskills) to assist the severely retarded adult in preparing for limited employment in a sheltered workshop are described. Photographs of tools and materials used accompany the text. Assemblies of the Occupational Activities Workshop are detailed (materials needed, procedure, and common errors). (KW)

ABSTRACT 30429

EC 03 0429 ED 043 993
Publ. Date 70 26p.
Gentile, Frank D.; Houseman, Roberta
A Development Project in Self and Home Employment for the Homebound.
Human Resources Center, Albertson, New York
Rehabiliation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: homebound; employment; job placement; demonstration projects; handicapped

Reported is a project designed to explore the feasibility of establishing a self and home employment program for disabled homebound persons in clerical, business, and service occupations. The local homebound population was surveyed, businesses contacted, jobs studied, and five clients trained and placed. Results were successful and the jobs showed a potential for regional development. The jobs developed were insurance teleservice claims representative, bank credit collection clerk, and school substitute acquisition clerk. Companies involved were satisfied with the quality of work and interested in hiring more homebound. (KW)

ABSTRACT 30545

EC 03 0545 ED N.A.
Publ. Date Nov 70 4p.
Gildea, Robert A. J.
Guidelines for Training Blind Computer Programers.
EDRS not available
New Outlook For The Blind; V64 N9 P297-300 Nov 1970

Descriptors: exceptional child education; visually handicapped; vocational rehabilitation; computer programs; training techniques; guidelines

The guidelines for training blind computer programers describe selection criteria, training objectives and techniques, and the procedures of placement. The importance of interview ability and of followup assistance during employment is stressed. (RD)

ABSTRACT 30613

EC 03 0613 ED N.A.
Publ. Date 70 100p.
Manus, Gerald I. And Others
Skill Analysis as a Technique for Predicting Vocational Success of the Mentally Retarded.
Human Resources Center, Albertson, New York
Insurance Company Of North America, Albertson, New York;
Social And Rehabilitation Service (DHEW), Washington, D. C., Research And Demonstration Grants
EDRS mf,hc

Descriptors: mentally handicapped; educable mentally handicapped; vocational aptitude; predictive ability (testing); employment potential; predictive measurement; job skills; ability tests; skill analysis

The study's purpose was to develop a Skill Analysis Test Battery to help predict vocational achievement of the educable mentally retarded (EMR) in clerical/banking and industrial/electronic assembly areas of training. Job skills for the two areas were analyzed. Skill analysis tests were developed and administered to 40 EMR clients prior to their receiving 6 weeks of training in each area. Following training, supervisors' ratings were obtained on a three-part Rating Scale developed for this study and used as the criterion measure. The relationship between the Rating Scale and the Skill Analysis Tests was analyzed to determine the predictive reliability of the skill tests. Nine skill test measures had statistically significant correlations with the criterion measures (intercorrelations ranging from .27 to .47), but the skill tests did not correlate significantly with the rating scale of general adjustment, suggesting that abilities measured by the skill tests are separable from personal-social adjustment in the EMR client as in the normal trainee. Trainability is concluded to be a composite of skill potential and behavioral characteristics of personal-social adjustment, pointing to the need to separate the two criteria (achievement and adjustment) in selection of persons for training programs. (KW)

ABSTRACT 30647

EC 03 0647 ED N.A.
Publ. Date 70 16p.
Suggested Utilization of Resources and Guide for Expenditures: Implementing the Vocational Amendments of 1968 for the Disadvantaged or Handicapped.
Office Of Education (DHEW), Washington, D. C., Division Of Vocational And Technical Education
EDRS not available
Division Of Vocational And Technical Education, U. S. Office Of Education, 400 Maryland Avenue, S. W., Washington, D. C. 20202.

Descriptors: disadvantaged groups; handicapped; vocational education; federal legislation; program planning; expenditures; services; vocational rehabilitation; Vocational Education Amendments of 1968

The suggestions for implementing the Vocational Education Amendments (VEA) of 1968 are intended to be helpful to State Departments of Vocational Education in developing services and programs for the disadvantaged and handicapped. Covered are the basis for funding services under the VEA, definitions, areas to be served, and suggested persons and organizations and agencies with which to coordinate services. Also listed are some services and program components which, if incorporated, can be effective and can be funded under VEA, and some expenditures not allowed. (KW)

ABSTRACT 30777

EC 03 0777 ED N.A.
Publ. Date Oct 70 24p.
Burke, Douglas J. N.
The Vocational Rehabilitation Counselor (of the Deaf) as a Professional.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V4 N2 P21-44 Oct 1970

Descriptors: exceptional child services; aurally handicapped; vocational rehabilitation; professional occupations; professional recognition; counseling effectiveness; counselor qualifications; counselor training

The profession of the vocational rehabilitation counselor (VRC), and the uniqueness of vocational rehabilitation (VR) and its goals are discussed and defined. The responsibilities and qualifications of the VRC of the deaf as a professional are described, and 14 points which distinguish a professional VRC from a non-professional VRC are detailed. The need for setting up a compre-

hensive and relevant graduate training program to fulfill the needs of both the deaf professional, as well as the deaf client, is stressed. (GD)

ABSTRACT 30843

EC 03 0843 ED 044 874
Publ. Date Jul 69 41p.
Steffenberg, Mary L.
The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service. Final Report.
Brandywine Springs Junior High School, Wilmington, Delaware
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0 8-080043-3707(010)
BR-8-13043

Descriptors: exceptional child research; educable mentally handicapped; vocational education; food service workers; educational programs; program descriptions; junior high school students; curriculum; mentally handicapped

A Food Service Laboratory Project was initiated at a junior high school for the training, participation, and observation of educable mentally retarded (EMR) students. Thirty EMRs participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students, after training, were placed in jobs in a school-work experience program. Community support was elicited, placement opportunities developed, and the 14-17 year old students placed in jobs, in which some limited success was noted. Included are curriculum guides developed, equipment specifications, scales and forms used. Progress was noted in in-school retention rate, basic skill subjects, and growth and maturity of students. Recommendations for further program improvement are made. (KW)

ABSTRACT 30915

EC 03 0915 ED N.A.
Publ. Date Dec 70 7p.
Cortazzo, Arnold D.; Runnels, Eugene J.
One Approach in Rehabilitating the Retarded.
EDRS not available
Rehabilitation Literature; V31 N12 P354-60 Dec 1970

Descriptors: mentally handicapped; vocational rehabilitation; rehabilitation programs; rehabilitation centers; institutionalized (persons)

Described is the rehabilitation program for institutionalized mentally retarded persons at the Sunland Training Center (Miami, Florida). The organization of the Center is outlined, and the philosophy and objectives of the vocational rehabilitation unit explained. Aspects of this unit's program discussed include the vocational and psychosocial evaluations of clients, individual resident rehabilitation plans, counseling, vocational and community orientation, on-campus initial vocational training and later intensive work training, community work training and employment, and placement. (KW)

ABSTRACT 30931

EC 03 0931 ED N.A.
Publ. Date 68 186p.
Crammatte, Alan B.
Deaf Persons in Professional Employment.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.75).

Descriptors: aurally handicapped; professional occupations; national surveys; employment experience; statistical data; communication (thought transfer); professional education; career choice; attitudes; research projects

Reported are the results of a study of deaf persons employed in professional, technical and kindred positions working daily in offices or in laboratories with persons who hear. Eighty-seven deaf persons were interviewed to obtain factual details and freely expressed opinions. Co-workers were also briefly interviewed. Descriptive data obtained cover the characteristics of a professional worker, communication factors (means of communication, speech skills, aids), education, entry into careers, occupations and economic position, on-the-job problems, occupational mobility, and attitudes of and about adult deaf persons. (KW)

ABSTRACT 30961

EC 03 0961 ED N.A.
Publ. Date 70 8p.
Smith, Frank
Using Psychological Information in Evaluating the Mentally Retarded.
EDRS not available
Journal Of Applied Rehabilitation Counseling; V1 N3 P36-43 Fall 1970

Descriptors: exceptional child services; mentally handicapped; vocational counseling; vocational rehabilitation; perceptual motor coordination; performance tests; psychological evaluation; occupations; Wechsler Performance Scale IQ Score

Designed to aid the rehabilitation counselor in placement of the mentally handicapped, the article emphasizes the fact that vocational evaluation can be done using standard psychological testing results. Perceptual motor functioning, attention span, Performance Scale IQ Score on the Wechsler, and emotional health are presented as usually being the best vocational indicators. Occupational guidelines are presented to help suggest a general occupational frame of reference. (CD)

ABSTRACT 31024

EC 03 1024 ED 044 039
Publ. Date Aug 70 54p.
Knutson, Jack M.; Prochnow, Robert R.
Computer Assisted Instruction for Vocational Rehabilitation of the Mentally Retarded.
Texas University, Austin, College Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; vocational rehabilitation; computer assisted instruction; mentally handicapped; program descriptions; program design; research reviews (publications)

A detailed description of the conception, development, and results of a 2 year project designed to teach the educable mentally handicapped student a set of useful, generalized skills using a computer assisted instruction (CAI) system is presented. Background information on the problem of vocational rehabilitation of the mentally handicapped, present costs, and recent research in the development of better instructional techniques are discussed. Course development, production of a CAI program, developmental testing on the system, pretest, and administration of the instructional materials are presented. Of the 21 students who completed the course, the researchers felt the majority showed an improvement in change-making skills. The CAI is felt to be effective in teaching a set of specified skills to the mentally handicapped student. A detailed example of the logic and instruction in the change-making module is included. (CD)

ABSTRACT 31025

EC 03 1025 ED 046 149
Publ. Date Aug 70 47p.
McKinnon, Rachel And Others
A Follow-Up Study of Graduates from a Vocational Rehabilitation Program in a Residential Training Center for the Mentally Retarded.
California State Department Of Rehabilitation, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; residential programs; follow-up studies; institutionalized (persons); parent attitudes; student attitudes; graduate surveys

A follow-up study of graduates from a vocational rehabilitation program, in a residential training center for the mentally handicapped, was conducted. Characteristics of the students, economic benefits, changes in level of functioning, need for additional services, student attitudes toward the in-hospital program, and parental attitudes toward the rehabilitation program were reviewed. The follow-up study was felt to point out the need for further services such as a resource person available to employers to enhance understanding, more training in utilization of leisure time and orientation to the community. (CD)

ABSTRACT 31217

EC 03 1217 ED N.A.
Publ. Date 69 16p.

Visually Handicapped Workers in Recreation Services.
American Foundation For The Blind, Inc., New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 (free).

Descriptors: visually handicapped; vocational rehabilitation; employment opportunities; recreation; guidelines

The booklet presents guidelines for the selection, training, and placement of blind and visually handicapped in the field of recreation. Employment opportunities in the administrative, supervisory, direct leadership, and supportive categories are discussed briefly, including the requirements and duties in each area. (CD)

ABSTRACT 31225

EC 03 1225 ED N.A.
Publ. Date Aug 70 309p.
Grigg, Charles M. And Others
Vocational Rehabilitation for the Disadvantaged.
EDRS not available
Heath Lexington Books, 125 Spring Street, Lexington, Massachusetts 02173 ($12.50).

Descriptors: disadvantaged groups; disadvantaged youth; vocational rehabilitation; rehabilitation programs; program evaluation; economics; program budgeting; evaluation; sociology; cost effectiveness

Contained in the volume are the results of an interdisciplinary evaluation of vocational rehabilitation for the disadvantaged. Data were gathered from 14 Research and Demonstration Projects across the United States and in Puerto Rico. The book is intended for social scientists and policy makers interested in vocational programs for the poor, and in the economics and sociology of project evaluation. The sociological evaluation, contained in the first half of the book, describes the projects, the process of selecting clients from applicants, the assessment of factors related to acceptance into the program, rehabilitation as an intervening variable, and an assessment of factors related to rehabilitation. The economic evaluation, which follows in the second half, discusses the theoretical aspects of the economics of vocational rehabilitation, presents a model for estimating costs and benefits, and also covers empirical estimates of costs and benefits for disabled public assistance clients, and comparing costs and benefits. Extensive data gathered from the projects used as data sources are appended. (KW)

ABSTRACT 31246

EC 03 1246 ED 046 162
Publ. Date Aug 69 [illegible]p.
A Study to Develop a Model for Employment Services for the Handicapped.
Greenleigh Associates, Inc., New York, New York
Department Of Labor, Washington, D. C.
EDRS not available
Greenleigh Associates, Inc., 355 Lexington Avenue, New York, New York 10017 ($4.00)

Descriptors: exceptional child research; handicapped; vocational rehabilitation; incidence; models; statistical data; employment opportunities; job placement; job skills; vocational counseling; services

The report reviews estimates of the number of disabled who could be brought into the labor market and describes some of the characteristics of the vocationally handicapped. Certain critical need categories are recognized and a model for employment services is designed to provide special emphasis to services for these critical need groups. (CD)

ABSTRACT 31518

EC 03 1518 ED 046 438
Publ. Date Oct 70 151p.
Walden, S. Bernie And Others
Vocational Preparation: Suggestions for Teachers of the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center
EDRS mf,hc

Descriptors: exceptional child education; vocational education; curriculum guides; mentally handicapped; teaching guides; work attitudes; wages; job skills

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (RD)

ABSTRACT 31533

EC 03 1533 ED N.A.
Publ. Date Feb 71 6p.
Johnson, Gil; Tuttle, Dean
Education and Habilitation of Multiply Handicapped Blind Youth.
EDRS not available
New Outlook For The Blind; V65 N2 P56-61 Feb 1971

Descriptors: exceptional child education; multiply handicapped; rehabilitation programs; vocational adjustment; blind; vocational counseling

Vocational adjustment for multiply handicapped blind youth is considered. Based on a rehabilitation project to meet the needs of older students of a school for the blind, three basic groups, each requiring a different constellation of services, are identified--the high school group, the transitional work experience group, and the work evaluation group. Education, counseling, and services required for each group in the project are presented and examined. The utilization of supportive services and workshops for each group is emphasized. The project was felt to point up the need for such things as an adapted curriculum to the new experiences afforded by the workshops, more available services to meet the present need, and on-going group counseling for parents. (CD)

ABSTRACT 31550

EC 03 1550 ED N.A.
Publ. Date 71 64p.
Smoker, David S.
Vocational Education: Innovations Revolutionize Career Training.
EDRS not available
National School Public Relations Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($4.00).

Descriptors: vocational education; educational trends; federal legislation; state programs; educational needs; vocational counseling; financial support; trend analysis; Vocational Education Amendments of 1968

The document surveys the state of vocational education in the American educational system. The involvement of the federal government in manpower training is reviewed, emphasizing the provisions of the Vocational Education Amendments of 1968 and the Voc Ed programs able to be funded under these amendments. Manpower programs currently in operation are described. Several state programs, illustrative of how Voc Ed can be integrated into all public schools at all levels, are summarized, as are other state plans for improvement in Voc Ed. Trends in the vocational curriculum, including developmental curriculums, the cluster approach, education-industry partnerships, and joint occupancy with commercial enterprises, are examined. Also discussed are the areas of vocational counseling and guidance, and of accreditation, teacher education, and certification. Some exemplary projects are listed, and statistics comparing authorizations and actual appropriations presented. (KW)

ABSTRACT 31603

EC 03 1603 ED 046 461
Publ. Date Aug 70 109p.
Vocational Education-Special Education: A Curriculum Guide for Teachers of Home Economics and Educable Mentally Retarded, Grades 7-12.

Michigan State Department Of Education, Lansing, Division Of Vocational Education
EDRS mf,hc

Proceedings Of A Vocational Education-Special Education Institute (Lansing, Michigan, June 15-19, 1970).

Descriptors: exceptional child education; educable mentally handicapped; home economics; curriculum guides; vocational education; secondary education; self care skills; family life education; social development

Resulting from the Vocational Education-Special Education Institute (a teachers' workshop held in Lansing, Michigan, June 15-19, 1970), the curriculum guide contains the purpose, philosophy, and objectives of the Institute. The following five curriculum areas are presented in color-coded sections designed for teachers of home economics and educable mentally handicapped students: social behavior and self care skills, food instruction, clothing, family relations, and housing information. Objectives, resource materials, desired concepts and attitudes, and teaching suggestions are noted for each area. (RD)

ABSTRACT 31610

EC 03 1610 ED 046 464
Publ. Date Jun 69 112p.
A Coordinated Program of the Department of Vocational Rehabilitation and Public Schools for Mentally Retarded Students in Basic Academic Track. Final Report.
District Of Columbia Department Of Vocational Rehabilitation, Washington, D. C.
Social And Rehabilitation Service (DHEW), Washington, D.C., Division Of Research And Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; slow learners; disadvantaged youth; vocational rehabilitation; vocational counseling; vocational education; job placement; program descriptions; adolescents; senior high schools; District of Columbia

The services and effects of a 3-year project designed for a selected group of students in the low range of mental ability (and/or with subaverage intellectual functioning) enrolled in the Eastern High School (Washington, D.C.) are reported. The objects of the demonstration project were to provide for unmet academic, social, prevocational and vocational needs of handicapped students; to provide vocational rehabilitation services concurrent with educational services to enhance job placements; and to establish a mutually facilitative relationship between the Department of Vocational Rehabilitation and Public Schools. The project population consisted of 12 to 13% of the student body (age range of 16 to 21 years) from culturally disadvantaged backgrounds who were exposed to vocational counseling and guidance, training, employment, and followup counseling. During the project period (1965-1968), 784 referrals were received; of these, 330 cases were accepted for services. The cases closed as successfully rehabilitated during the project period numbered 140, representing approximately 42% of the cases accepted for services. Clerical and sales occupations accounted for the job placements in about 66% of the cases. Information on project expenditures, implications, and specific recommendations are provided. (RD)

ABSTRACT 31630

EC 03 1630 ED N.A.
Publ. Date 70 225p.
Terese, Robert; Owen, Corinne
A Flock of Lambs.
EDRS not available
Henry Regnery Company, 114 West Illinois Street, Chicago, Illinois 60610 ($5.95).

Descriptors: exceptional child education; mentally handicapped; work environment; vocational adjustment; self help programs; public relations; community attitudes

The authors recount, through a series of episodes and incidents, their 9 year involvement with the mentally handicapped. Through the operation of first a pet shop and then a farm employing retarded young adults, the development of self support and direct involvement with the community is realized. The establishment and growth of these outlets for the retarded are the basis of the text while the tracing of the children's growth and awareness is the purpose. (CD)

ABSTRACT 31641

EC 03 1641 ED N.A.
Publ. Date Feb 71 7p.
Etienne, Jerald; Morlock, David A.
A Pre-Vocational Program for Institutionalized Mental Retardates.
EDRS not available
Training School Bulletin; V67 N4 P228-34 Feb 1971

Descriptors: exceptional child education; mentally handicapped; prevocational education; rehabilitation programs; educational programs; social adjustment; institutionalized (persons)

Described is a prevocational program at Dixon State School (Illinois) designed specifically to facilitate the institutionalized mental retardate's return to the community. The program was designed in sequential phases to insure the maximum amount of success at each level of difficulty with eventual total release from the institution as the final goal. Each step is discussed in terms of proceeding from dependence to independence. (Author)

ABSTRACT 31746

EC 03 1746 ED 046 477
Publ. Date 70 118p.
Lerman, Alan M.; Guilfoyle, George R.
The Development of Pre-Vocational Behavior in Deaf Adolescents.
EDRS not available
Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027 ($4.25).

Descriptors: exceptional child research; aurally handicapped; prevocational education; behavior patterns; deaf; adolescents; communication problems; language ability

To investigate the development of prevocational behavior in adolescents enrolled in schools for the deaf, and to determine some of the major variables related to the prevocational behavior of deaf adolescents, 240 students from four schools for the deaf were studied. Information required for the study was obtained in three ways: a personal data sheet, a parent questionnaire, and a series of testing and interviewing sessions with the subjects. Results were described indicating that at all ages deaf subjects choose jobs at lower socioeconomic levels than do their hearing siblings and tend to cluster at the semiskilled and unskilled levels. It was concluded that the vocational information and planning of deaf subjects were related to their language and communication competence, the level of stimulation at home, and to a lesser degree their intelligence and independence. (CD)

ABSTRACT 31781

EC 03 1781 ED 048 677
Publ. Date Sep 70 137p.
Prisuta, Richard
A Follow-Up Study of Auditorially, Visually, and Orthopedically Handicapped Pupils in Cincinnati.
Pittsburgh University, Pennsylvania, Office of Research and Field Services
EDRS mf,hc

Descriptors: exceptional child research; vocational education; followup studies; handicapped; aurally handicapped; visually handicapped; physically handicapped; manpower development; public education; interviews; Ohio

A followup study of aurally, visually, and physically handicapped graduates of the Cincinnati Public Schools was investigated for use in future educational planning for handicapped children. A random selection of 21 aurally handicapped, 15 visually handicapped and 34 physically handicapped graduates were interviewed. Twenty-nine of the group met the criteria of being employed with a measurable wage and employers of all 29 subjects were interviewed. Findings were indicated by the researchers to show that the majority of the handicapped pupils were capable of successful occupational adjustment to unskilled and semiskilled jobs; however, impractical school experiences were not marketable enough to provide economic stability. Recommendations were made that the administration should assume more responsibility for the occupational placement of disabled pupils; the scope of the pre-vocational training program should

ABSTRACT 31783

EC 03 1783 ED 048 679
Publ. Date 70 93p.
Kerr, Elaine B.
Final Report of the Relationship among Disability, Education, and Vocational Achievement.

Just One Break, Inc., New York, New York
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: handicapped; vocational adjustment; success factors; achievement; employment experience; employment level; job satisfaction

To determine the occupational experiences of poorly educated disabled persons, 389 disabled adults serviced by a New York City private employment agency between 1960 and 1967 were interviewed. Each was medically able to work full-time, though vocationally handicapped due to his disability, and had fewer than 12 years of schooling. An index of vocational achievement, constructed to measure ability to function in the work situation with maximum rewards, included measures of employment status, changes in salary, and changes in job level since placement. Results at followup showed the following factors associated with vocational achievement: sex (men more successful than women), age (young more successful), and socioeconomic status (upper class more successful). Disability factors associated with achievement were onset of disability before age 45 and having a disability free from stigma. Work-related factors were interest in skilled manual jobs, high pay, avoiding formal job-seeking since placement, no specific job requirements when seeking last job, holding skilled manual positions, lengthy on-the-job training, and need to work as indicated by number of dependents. (Author/KW)

ABSTRACT 31786

EC 03 1786 ED 048 682
Publ. Date 70 31p.
Gaar, Basil L.
A Prototype for a High School Vocational Special Education Program. Volume 2, Number 2.
South Florida University, Tampa, Institute III: Exceptional Children and Adults
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; administration; vocational education; mentally handicapped; administrative problems; program design; scheduling; reading materials; class organization; Florida

A prototype for a high school vocational special education program for educable mentally handicapped children is offered as a possible design for school systems. Six concerns are dealt with to provide some direction: objectives of the program, eligibility for the program, staffing needs, length, curriculum, and departmental as well as cooperative responsibilities concerning administration of the program. The appendixes include a chart on pupil placement, a typical class schedule for vocational education, and reading suggestions for occupational orientation, vocational math, social studies, and vocational exploration for grades 10-12. (CD)

ABSTRACT 31869

EC 03 1869 ED N.A.
Publ. Date Mar 71 90p.
Teacher's Guide for the Pre-Vocational Orientation and Cross-Occupational Skill Training of Educable Mentally Handicapped Adolescents.
Indiana University, Bloomington, Indiana Career Guidance Center
Indiana State Office of the Superintendent of Public Instruction, Indianapolis
EDRS not available
Indiana Career Guidance Center, 715 East Seventh Street, Bloomington, Indiana 47401.

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; skill development; job skills; occupations; task analysis; teaching guides; classroom activities; mentally handicapped; vocational education

The teacher's guide is designed to accompany the VIEW for the Handicapped Program in Indiana, which provides a comprehensive and flexible curriculum of pre-vocational orientation, cross-occupational skill training, and job-specific information appropriate for use with educable mentally retarded (EMR) students at the junior and senior high school levels. The guide consists primarily of activities useful in leading EMR students to an understanding of various concepts related to pre-vocational orientation and the attaining of certain cross-occupational skills. Following the prevocational orientation section, in which classroom activities are suggested for each learning objective, specific individual skills applicable to a number of the 50 jobs covered are either task analyzed or presented in profile. For the task analyses (on cleaning, moving, and the use of tools and equipment), suggested activities are directed toward specific task training. In the General Skills Profile section, activities are directed toward the general development of each skill. Appended is information related to the viewscripts which accompany the course. (KW)

ABSTRACT 31874

EC 03 1874 ED N.A.
Publ. Date 71 10p.
Welsh, George S.
Vocational Interests and Intelligence in Gifted Adolescents.
EDRS not available
Educational and Psychological Measurement; V31 N1 P155-64 Spr 1971

Descriptors: exceptional child research; gifted; adolescents; vocational interests; verbal ability; intelligence tests

Based on a previous study of gifted adolescents which showed that verbal interests and differential performance on a verbal and nonverbal intelligence test were significantly related, the present study investigated vocational interests and intelligence. Indications were that there was a positive relationship between nonverbal intelligence scores and scientific interests on physical sciences and other vocations stressing rational approaches to their problems. Business interests, and vocations requiring social and personal contact with people showed a negative relationship with nonverbal intelligence scores. (CD)

ABSTRACT 31960

EC 03 1960 ED 048 694
Publ. Date 70 85p.
Blake, Gary D.
A Demonstration to Determine the Efficacy of Providing Rehabilitation Services to the Adult Deaf in an Ongoing, Comprehensive Rehabilitation Facility for Handicapped Hearing Persons. Final Report.
Arkansas State Board of Vocational Education, Little Rock
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; vocational rehabilitation; program effectiveness; program evaluation; adults; multiply handicapped; underachievers; communication problems; vocational training centers; skill development; Arkansas

To determine the effectiveness, feasibility, and desirability of providing rehabilitation services to the adult deaf in a residential facility for handicapped hearing persons, 131 deaf clients were studied during 3 years. Forty were multiply handicapped while the majority were underachievers. The program was viewed as only desirable to a degree due to a lack of specialized staff and too little individual instruction in vocational skills. During the 3 years, 57 students completed training while 46 terminated before completion; 85% of the total were judged to have made worthwhile personal, social, and vocational gains, but most did not appear to benefit to the extent of their capabilities. Services for the deaf were considered feasible for the length of the study, but questions were raised concerning permanent continuation. The deaf were often short-changed as a result of communication difficulties. Additional data and conclusions are presented. (RJ)

ABSTRACT 32013

EC 03 2013 ED N.A.
Publ. Date 71 110p.
Flame of Hope--New Approaches to Competitive Employment of the Mentally Retarded through Proprietary Products. Final Report.
Flame of Hope, Inc., Hyannis, Massachusetts
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants; Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS not available
Flame of Hope, Inc., 81 Bassett Lane, Hyannis, Massachusetts 02601.

Descriptors: mentally handicapped; sheltered workshops; marketing; business; business administration; vocational rehabilitation; demonstration projects; Flame of Hope, Inc.

The report describes the background, development, and evaluation of the

Flame of Hope project, in which over 750 mentally retarded persons in 13 different sheltered workshops produced over $1,000,000 worth of candles and perfume, which were marketed and sold by Flame of Hope, Inc., a non-profit corporation. Results and statistical data are discussed and evaluated in relation to 32 hypotheses concerning the mentally retarded clients, characteristics and nature of the sheltered workshops, and Flame of Hope administration, operations, and activities (selling, marketing, and promotional strategies and finances). Results show that the self-sufficient operation of a central marketing organization for products made by the mentally retarded is possible, that the retarded can produce high quality merchandise, and that the sale of proprietary products can be more profitable than most sub-contracts presently available to workshops. Among other results cited is the fact that approximately 83 of the 250 retarded workers involved each year have gone on to competitive outside employment. (KW)

ABSTRACT 32085

EC 03 2085 ED N.A.
Publ. Date Apr 71 4p.
Hrubi, Joseph R.
Classroom Techniques: Work Stations for Job-Related Skills.
EDRS not available
Education and Training of the Mentally Retarded; V6 N2 P70-3 Apr 1971

Descriptors: exceptional child education; educable mentally handicapped; vocational education; vocational schools; employment opportunities; mentally handicapped; Massachusetts

Described is the program of the Occupational Opportunity School of the Somerville, Massachusetts, Public Schools, which trains educable mentally retarded youth for various occupations. The program includes diagnostic study and evaluation, occupational training, and job placement. Staffing, funding certain classes, and opportunities for employment are briefly explained. (KW)

ABSTRACT 32423

EC 03 2423 ED 050 538
Publ. Date Nov 70 30p.
Savino, Michael T.; Belchick, Gerald D.
Vocational Rehabilitation of the Severely Disabled in a University Setting. Second Year Report.
California State Department of Rehabilitation, Sacramento
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; physically handicapped; rehabilitation programs; vocational rehabilitation; universities; young adults; California

Reported is the progress of a vocational rehabilitation program for severely disabled students at the University of California, Berkeley. The Cowell Hospital Project provides housing and special assistance for quadriplegics with an especially favorable academic prognosis. The report summarizes the project's funding, type of clients, admission procedures, assistance provided to handle the activities of daily living, medical management, rehabilitation counseling services, costs, and future. It is noted that the academic and vocational achievement of clients is above that of the average university student and/or rehabilitation client. Appended information includes a table of client characteristics, case cost estimates, reprints of news articles on the project, the Cowell Residence Program admission procedure and a student questionnaire, evaluative comments and recommendations by project participants, and brief case summaries of the 18 clients currently served by the project. (See ED 044 865/EC 030 630 for a previous report on this project.) (KW)

ABSTRACT 32426

EC 03 2426 ED 050 541
Publ. Date May 71 115p.
Mattson, Bruce D. and Others
Preparing the Mentally Retarded in the Areas of Food Preparation and Service.
Texas Tech University, Lubbock, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; vocational education; food service workers; program design; program proposals; curriculum design; mentally handicapped

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling $44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

ABSTRACT 32439

EC 03 2439 ED N.A.
Publ. Date 69 115p.
Traxler, Howard W.
A Demonstration Project to Determine the Effectiveness of Group Training of Homebound Persons. Final Report.
Easter Seal Society of Iowa, Des Moines
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Easter Seal Society for Crippled Children and Adults Of Iowa, Inc., 401 N. E. 66th Avenue, Des Moines, Iowa 50313.

Descriptors: adults; physically handicapped; demonstration projects; vocational rehabilitation; homebound; sheltered workshops; grouping (instructional purposes); Iowa

A demonstration project to determine the effectiveness of training severely handicapped homebound persons in a group setting is reported. Eighty nine physically handicapped clients were accepted for training in at least one of three training sections for eight different types of training. Each client selected two crafts in which he was interested and appeared to have some measured aptitude. It was concluded that homebound persons of multi-disabilities could live, work, and learn together in a group setting. Better than 80% of the clients were noted to have developed one or more skills on a level that enabled them to make saleable products. Skill areas which were shown to be most successful for the handicapped were woodworking, sand painting, sewing, weaving, and ceramics. In followup testing an improvement in self concept was indicated. (CD)

ABSTRACT 32606

EC 03 2606 ED N.A.
Publ. Date 71 6p.
Dunn, John H.
The Ranch for Mentally Retarded.
EDRS not available
Rehabilitation Record; V12 N4 P27-32 Jul-Aug 1971

Descriptors: exceptional child education; mentally handicapped; vocational rehabilitation; vocational education; sheltered workshops; case studies (education); self help programs

A sheltered workshop rehabilitation ranch for mentally handicapped boys is described. The workshop is a sixty acre ranch that provides a therapeutic environment for the boys as well as vocational training and job placement services. Trainable and educable mentally handicapped boys are given an opportunity to experience personal accomplishment while learning a marketable skill, to race, age, background, and disabilities. Case histories are included to augment the discussion. (CD)

ABSTRACT 32716

EC 03 2716 ED 046 041
Publ. Date Jan 71 47p.
Beedy, Vernon and Others
A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project.
Curative Workshop of Milwaukee, Wisconsin
Bureau of Elementary and Secondary

Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; prevocational education; social adjustment; demonstration projects; vocational education; mentally handicapped; program descriptions; Wisconsin

The primary objective of the pilot project described was to offer a program of vocationally-oriented enrichment activities to educable mentally retarded (EMR) adolescents experiencing retardation in the following developmental areas: educational, mental, social, and vocational. The prevocational and social adjustment program was conducted at the Curative Workshop of Milwaukee (Wisconsin) during July and August, 1970, and enrolled a total of 11 clients, ages 16-20 years, all of whom had attended work experience training prior to the project. Detailed are objectives and activities in three major program areas: vocational, educational, and social adjustment. Six specific teaching units are summarized. Information is provided on parents' attitudes, vocational goals for their children, and evaluation of the program, as well as client and staff evaluations of the program. (KW)

ABSTRACT 32747

EC 03 2747 ED N.A.
Publ. Date Jul 71 5p.
Hairston, Ernest E.
Diagnostic Evaluation and Adjustment Facility (Project DEAF).
EDRS not available
Journal of Rehabilitation of the Deaf; V5 N1 P24-8 Jul 1971

Descriptors: aurally handicapped; vocational rehabilitation; rehabilitation programs; Project DEAF (Ohio)

Reported upon is Project DEAF (Diagnostic Evaluation and Adjustment Facility), set up by an expansion grant from the Rehabilitation Services Administration of DHEW in cooperation with the Ohio Bureau of Vocational Rehabilitation. Its purpose is to expand Goodwill Industries of Central Ohio's rehabilitation program with in-depth vocational rehabilitation services to the deaf, particularly the multiply handicapped deaf with poor or no communication skills. The report period covers 9 months, during which time a total of 124 clients were served. Success was judged to have been achieved with 73 of the 100 clients who left the project during this time. Enumerated are criteria for client selection, training areas, and recreational and other additional activities of the project. (KW)

ABSTRACT 32796

EC 03 2796 ED N.A.
Publ. Date 70 52p.
Soares, Louise M.; Lane, Paul A.
Vocational Education in Public Education: An Evaluation. Monograph No. 9.
Bridgeport Vocational Rehabilitation and Cooperative Education Project, Connecticut
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Bridgeport Vocational Rehabilitation and Cooperative Education Project, 45 Lyon Terrace, Bridgeport, Connecticut 06604 ($1.00).

Descriptors: exceptional child services; vocational rehabilitation; evaluation; evaluation methods; program evaluation; program effectiveness; cooperative programs; research design; Bridgeport Project; Connecticut

Monograph nine is the last in a series (EC 032 789-EC 032 796) on the Bridgeport Project dealing with vocational rehabilitation in public education. The Project was developed to provide the youth with vocational rehabilitation services from within the school. The program used research methods to determine the best way of providing services to physically, mentally, and emotionally disabled through a cooperative arrangement between schools, local community organizations, area business and the State Division of Vocational Rehabilitation. The types of research used and evaluations related to referral and identification, diagnosis and treatment, training and evaluation, placement and followup, and overall program performance are discussed. (CD)

ABSTRACT 32797

EC 03 2797 ED N.A.
Publ. Date 66 28p.
Ogg, Elizabeth
Rehabilitation Counselor: Helper of the Handicapped.
National Rehabilitation Association, Washington, D. C.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 (No. 392, $0.25).

Descriptors: exceptional child services; handicapped; vocational rehabilitation; vocational counseling; counselor role; counselor training; job placement; public information

In a booklet intended to inform the public about rehabilitation counseling, case examples are used to illustrate the ways in which a rehabilitation counselor locates jobs for clients with various disabilities and works to help them make satisfactory adjustments. The roles of specialists are examined: the evaluator, staff counselor, placement specialist, and staff who work with a specific disability area. The preparation needed to become a rehabilitation counselor is also discussed. (RJ)

ABSTRACT 32821

EC 03 2821 ED N.A.
Publ. Date Apr 71 5p.
Morehouse, William R.; Mathas, Chrysoula
Vocational Evaluation, Training, and Placement of Hearing Impaired High School Students.
EDRS not available
Journal of Rehabilitation of the Deaf; V4 N4 P42-6 Apr 1971

Descriptors: exceptional child education; aurally handicapped; work study programs; vocational education; job placement

The article examines a student job evaluation plan used in a rehabilitation center for the deaf. Evaluation checks for perceptual motor skills, manual dexterity, and vocational interest and aptitude are described. Training and placement of the students in either a work adjustment or skill training area follow the evaluation period. Counseling sessions are conducted with the students and instructors regarding stability, maturity, work tolerance, attention span and working in groups. Various vocational training areas are mentioned, and recent results of the work study program are summarized. (CD)

ABSTRACT 32909

EC 03 2909 ED N.A.
Publ. Date (71) 210p.
Joy, Gordon F.
Directory of Workshops in Canada Serving the Handicapped.
EDRS not available
Manpower Utilization Branch, Department of Manpower And Immigration, Ottawa, Ontario, Canada.

Descriptors: handicapped; directories; community services; rehabilitation centers; employment opportunities; sheltered workshops; foreign countries; Canada

Printed in English and French, the directory contains a color-coded section for each Canadian province that includes community and general workshops of rehabilitation, business enterprises employing primarily handicapped employees, programs for the mentally retarded, programs for the blind, and miscellaneous. Where applicable, each entry includes organizational name, address, manager's name, number of clients served, and nature of service. A table lists the type of rehabilitation workshops, the province totals for a number of workshops and number of clients served, and Canadian totals for number of workshops and number of clients served. (CB)

ABSTRACT 32952

EC 03 2952 ED N.A.
Publ. Date Aug 71 7p.
Toms, John G.; Brewer, James K.
A Discrete Discriminant Analysis Procedure for Vocational Rehabilitation Predictions.
EDRS not available
Rehabilitation Literature; V32 N8 P232-8 Aug 1971

Descriptors: handicapped; predictive measurement; vocational rehabilitation; prediction; discriminant analysis; rehabilitation; screening tests; statistical analysis

Presented and applied is a discrete multivariate classification procedure for predicting vocational rehabilitation out-

comes using several background characteristic combinations. The procedure classifies clients into outcome groups which they most resemble on several background variables and, minimize the error of misclassification by utilizing cost-of-misclassification functions of several types. Cost-of-misclassification functions are discussed from a financial and humanitarian standpoint. As an example, the procedure is applied to 239 psychiatrically disabled vocational rehabilitation clients using seven dichotomized background variables and three outcome groups. A predictive validity check, using a random sample of 18 subjects, was made. Comparisons on three of the cost schedules were made to see how well the discriminant analysis predicted actual rehabilitation outcome. It was concluded that discriminant analysis of discrete data has considerable potential in rehabilitation counseling and research. (Author/KW)

ABSTRACT 33075

EC 03 3075 ED N.A.
Publ. Date Aug 70 20p.
For the Disabled: Help Through Rehabilitation.
Rehabilitation Services Administration (DHEW). Washington, D. C.
EDRS not available
Rehabilitation Services Administration, 330 C Street, S. W., Washington, D. C. 20024.

Descriptors: services; handicapped; directories; state agencies; program descriptions; vocational rehabilitation

Briefly outlined are rehabilitation services available to disabled persons in the United States through the federal Rehabilitation Services Administration and state governments. Discussed are eligibility, application procedures, services for the blind, and services available through state agencies such as counseling and guidance, medical examination, medical help, physical aids, job training, expenses, other goods and services, job placement, and follow-up. The majority of the pamphlet is a listing of state rehabilitation agencies, with address and telephone number accompanying each entry. (CB)

ABSTRACT 33081

EC 03 3081 ED N.A.
Publ. Date Aug 70 48p.
Handbook of Selective Placement in Federal Civil Service Employment of the Physically Handicapped, the Mentally Restored, the Mentally Retarded, and the Rehabilitated Offender.
Civil Service Commission, Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.60).

Descriptors: services; physically handicapped; mentally handicapped; prisoners; employment opportunities; job placement; employment qualifications; counseling; United States Civil Service Commission

Designed to facilitate cooperation between federal government officials and rehabilitation personnel, the pamphlet discusses federal civil service employment of the physically handicapped, the mentally restored, the mentally handicapped, and the rehabilitated offender. Examined are the role of agency coordinator in helping a handicapped person find federal employment, role of rehabilitation counselor, general considerations on the physically handicapped, special considerations on the severely handicapped, the blind, the deaf, the mentally restored, the mentally handicapped, other physical handicaps, the rehabilitated offender, and work release for the offender. Applicable regulations are incorporated briefly. (CB)

ABSTRACT 33203

EC 03 3203 ED N.A.
Publ. Date 71 466p.
Nelson, Nathan
Workshops for the Handicapped in the United States: An Historical and Developmental Perspective.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($16.00).

Descriptors: handicapped; sheltered workshops; rehabilitation centers; vocational rehabilitation; historical reviews; administrative organization

The history of workshops in the United States for physically, mentally, socially handicapped, or otherwise disabled or disadvantaged persons is traced. Included in the general category of workshops under discussion are sheltered workshops, rehabilitation workshops, rehabilitation work centers, rehabilitation industries, work adjustment centers, and work training centers. The book defines the role of workshops, sets forth how they have developed to help handicapped persons solve their employment and work-related problems, describes how they function (nature, characteristics, classifications, standards and accreditation, philosophies, programs and services, organization, and administration and financing), makes suggestions for their improvement, and forecasts opportunities for future development. The scope of the discussion is limited mainly to programs using substantial paid work. Appended is a summary of standards for the operation of workshops. (KW)

ABSTRACT 33235

EC 03 3235 ED N.A.
Publ. Date Oct 71 9p.
Bunch, Gary O.
An Academic-Vocational Program for Multiply Handicapped Deaf Students.
EDRS not available
Volta Review; V73 N7 P417-25 Oct 1971

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; program descriptions; vocational education; program planning

Described is a combined educational-vocational program for multiply handicapped deaf children (IQ no lower than 50 and not confined to a wheelchair) at the Ontario School for the Deaf in Milton. Discussed are the planning of the program, implementation problems, staffing procedures, use of consultative personnel, referral areas, and benefits of the program. The program provides on-the-job as well as classroom experience and, when possible, pupils are integrated into the regular classes for deaf children. It is reported that since the program was initiated, there has been a noticeable improvement in both academic and vocational skills and in the behavior of the students involved. (KW)

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No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.